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ABSTRACT

In July 1971 a need was articulated for a thorough review of educational opportunities and inter-institutional practices, and for a total articulated system to effectively serve the needs of New Jersey in the area of education for librarianship. This report of the Conference on Library Education, held on May 25, 1972, contains recommendations for immediate action and long range development to meet the stated needs of library education. It is recommended for immediate action that: (1) an advisory state council for library education be appointed; and (2) inter-institutional programs for curriculum quality control, transferability of credit, and geographical availability of appropriate education for library, media, and information professions be encouraged. Long range recommendations are: (1) review certification requirements, (2) revise existing guidelines for undergraduate programs, (3) review and update professional library certification requirements, and (4) update library/media technical assistants program criteria. A library manpower study done for the Conference is appended to the report. (SJ)

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ED 067120

LIBRARY EDUCATION IN NEW JERSEY

REPORT AND RECOMMENDATIONS

of a Study,

Sponsored by the

NEW JERSEY DEPARTMENT OF HIGHER EDUCATION

and the

NEW JERSEY DEPARTMENT OF EDUCATION

Conducted by

THE NEW JERSEY STATE LIBRARY

with the assistance of an Advisory Committee

ROGER H. McDONOUGH, STATE LIBRARIAN

Trenton, New Jersey

August, 1972

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State of New Jersey

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MEMORANDUM

TO: Dr. Carl L. Marburger, Commissioner of Education
Dr. Ralph A. Dungan, Chancellor of Higher Education

FROM: Roger H. McDonough, Director

DATE: July 16, 1971

SUBJECT: Proposed Survey of Education for Librarianship in N.J.

It has now been twenty years since the Committee to Study the Professional Education and Training of Library Personnel in New Jersey submitted its Report* to the then Commissioner of Education, John H. Bosshart. The ensuing two decades have brought great changes in education for librarianship in New Jersey. The Graduate School of Library Service was established at Rutgers, the State University in 1953, graduate programs in librarianship have been established at Newark, Paterson and Glassboro State Colleges, and at Caldwell College for Women; paraprofessional training is being offered at the Mercer County Community College and other locations.

While significant advance has been made in offering various levels of training for employment in the several types of libraries in the State, it has been uncoordinated and without the guidance of an overall, articulated plan of development. As a result, transfer of credits from one institution to another is impeded, central core curricula have yet to be developed, certification and Civil Service specifications are at odds with current practice. It must be remembered also that the movement toward an interlocking network of library systems has gained momentum with attendant implications for levels of training necessary for cooperative services of the State's libraries.

*"The Professional Education and Training of Library Personnel in New Jersey: A Report to The Commissioner of Education." 1951.

It is time, therefore, for a thorough review of present educational opportunities and inter-institutional practices, and for a total articulated system which effectively serves the needs of New Jersey in the area of education for librarianship.

The State Library is prepared to undertake such a study and to commission expert advice as needed with Library Services and Construction Act funds. If this endeavor meets with your approval, I would propose to assemble a Study Commission or Advisory group to represent the interested agencies and to guide the preparation of long range plans and interim objectives for a totally coordinated program of initial as well as continuing education for the library profession, and to commit LSCA funds as necessary for this purpose. Details as to methodology, possible costs and scope of such a study would be submitted for your approval at a later date.

The entire picture of employment opportunities and supply of trained librarians at the various levels has changed drastically over the past year. The Advisory Board of the Rutgers Graduate Library School agrees with me that this proposed study is urgently needed. Should you wish to explore this matter further before you lend your authorization, please contact me or Mr. Palmer, the Assistant Director.

RHM:jk

INTRODUCTION AND CHRONOLOGY

The preceding request for an intensive, full-scale study of education for librarianship in New Jersey met with prompt and wholehearted endorsement and support of the State Chancellor of Higher Education, Ralph A. Dungan, and the State Commissioner of Education, Carl L. Marburger. By midsummer, representatives of the two Departments met with those of the State Library to lay preliminary plans for involving the widest spectrum of interest in the area, both lay and professional. The following chronology in the development of this report, and the list of participating institutions and individuals, give indication of the wide-spread interest in achieving a pattern of education for librarianship which would utilize the capabilities of community colleges, four-year institutions and graduate programs, as well as facilitate appropriate training programs for all staff levels in all types of libraries.

Chronology, 1971-72

July 16 — Memorandum from Roger H. McDonough, the State Librarian to Ralph A. Dungan, Chancellor of Higher Education and Carl L. Marburger, Commissioner of Education, outlining concerns and suggesting need for action.

Aug. 20 — Preliminary meeting of members of the Department of Higher Education and Department of Education to schedule a state wide conference to identify needs, and make recommendations for long-range planning.

Sept. 21 — Invitation sent to all public and private institutions of higher education.

Oct. 7 — Planning committee representing public and private graduate, undergraduate and technical schools met to disucuss and prepare the agenda for Fall Conference and the general plan for the study. Representatives of the State Department of Higher Education and the Department of Education as well as librarians and trustees attended all planning meetings.

Oct. 22 — First Library Education Conference - State Library. Representatives of 40 institutions of higher education,

10 organizations representing public and school libraries, boards of education and boards of trustees; State Department representatives including Civil Service, Vocational Education, Curriculum and Instruction, Academic Credentials and Certification and the State Library attended the general conference which recommended a manpower survey and a report of recommendations to be presented in the Spring.

Nov. 11
Feb. 15
Mar. 15
April 5

Planning committees met to review and consolidate recommendations submitted by two-year colleges, four-year colleges and graduate schools. All subcommittees included representatives of public and private schools. Planning committees included representatives of the State Department of Higher Education, and the State Library.

May

New Jersey Library Manpower: Patterns and Projections, a research study prepared by the Rutgers Graduate School of Library Service was submitted to the conference to assist in decision making. (See Appendix C.)

May 25

Second Library Education Conference - State Library. At this time the preliminary report and recommendations were presented to the same group as attended in October. The final report, which follows, was sent to all colleges and universities as well as to the individuals who attended the May 25th conference.

Aug.

Preparation of this document.
A period of time was allowed between the distribution of the report and the preparation of this document to allow for further reaction and comment. None was received, and the report stands as adopted unanimously at the May 25, 1972 Conference.

PARTICIPATING INSTITUTIONS AND INDIVIDUALS

PUBLIC COLLEGES AND UNIVERSITY

Glassboro State College
- Charles Boltz
- Dr. Lawson Brown
- Harold Thompson

Jersey City State College
- Robert Nugent

Montclair State College
- Elsie Gibson
- Mrs. Blanche Haller

New Jersey College of Medicine and Dentistry
- Victor Basile
- Henry D. Borbe

Newark College of Engineering
- Morton Snowhite

Newark State College
- Aline Moss
- Mrs. Eleanor Schwartz
- Edward Temkin

Richard Stockton State College
- James R. Judy
- W. H. Tilley

Rutgers - The State University Graduate School of Library Service
- Dr. Thomas Mott, Dean
- Philip M. Clark
- Charles Curran
- Dorothy Deininger
- Patricia Reeling
- Dr. Phyllis VanOrden

Trenton State College
- George C. Brown
- Frederic Hartz
- Dr. Kenneth C. Runquist

William Patterson College of New Jersey
- Dr. Harry Gumaer, Dean
- Dr. Ruth Klein
- Dr. Alpha Myers
- Elizabeth Rinaldi

PUBLIC TWO-YEAR COLLEGES AND INSTITUTES

Bergen Community College
- Dr. Sarah Thomson

Brookdale Community College
- Elinor Ebeling
- Dr. Frank Paoni
- Howard Richmond

Burlington County College
- Fleming Thomas

Camden County College
- Mrs. Ann Harris
- Bernard G. Peltz

Cumberland County College
- Jerry Arsenault
- James Luther
- Philip A. Phelon

Essex County College
- John H. Carmichael, Dean
- Zenon Sheparovych

Gloucester County College
- Gloria Donelson
- Velma Koleszar

Mercer County Community College
- William O. Gall
- James F. McCoy

Middlesex County College
- Edwin Ashley

County College of Morris
- William I. Bunnell
- Louis DeSeina

Ocean County College
- Eugene B. Fleischer

Somerset County College
- Dr. Earl T. Knobloch

Union College
- John Holdorf

Union County Vocational and Technical School
Barbara Riley

PRIVATE COLLEGES AND UNIVERSITIES

Caldwell College
Sr. Alice Matthew
Sr. Margaret Anne
Mrs. Eleanor Brome

College of St. Elizabeth
Sr. Agnes Gregory Craig
Sr. Rose Maurice

Drew University
Dr. Arthur E. Jones

Fairleigh Dickinson University
Clement J. Anzul

Monmouth College
Robert Sutton
Robert VanBenthuysen

Rider College
Harry Rine DeYoung
Theodore Epstein
Henry Halpern

St. Peter's College
Rev. Edmond Ivers

Seaton Hall University
John Callan, Dean

Stevens Institute of Technology
C. Robbin LeSueur

PRIVATE TWO-YEAR COLLEGES

Alphonsus College
Mrs. Hilda Shufro

Centenary College
Ruth Scarborough

OTHER PARTICIPANTS

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Pratt Institute, and
Emerson High School

Edwin Beckerman
Woodbridge Public Library

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N. J. Library Association

Dr. Richard Darling, Dean
Graduate School of Library Service,
Columbia University

Dr. Guy Garrison, Dean
Graduate School of Library Science
Drexel University

Mary V. Gaver
Bro-Dart Foundation

Dr. Elton Hansens
North Brunswick Public Library

Dr. Lowell A. Martin
Columbia University Library School,
and Member, Advisory Council to
the State Library

Mrs. Elizabeth Morse, Past President
N. J. School Media Association

Schuyler Mott
Ocean County Library
Past President
N. J. Library Association

Mary Musco, President-Elect
Mrs. Ruth Pravetz, Past President
Special Libraries Association,
New Jersey Chapter

Mrs. Bernice Pollock
New Jersey State School
Boards Association

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Kinnelon Public Library

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Library Development Bureau
Anne Voss, Coordinator
School & College Media Services
Josephine Chirico, Coordinator
Public Library Services

In addition to the participation of New Jersey library service specialists, the State was fortunate to have Dr. Richard Darling, Dean of the Graduate School of Library Service, Columbia University, New York, and Dr. Guy Garrison, Dean of the Graduate School of Library Science, Drexel University, Philadelphia, attend the October 22, 1971 Conference. Their presentations helped establish both background and direction for future meetings.

Professor Dorothy Deininger, of the Rutgers Library School organized many of the subcommittees, and her contribution in synthisizing the subcommittee reports into a unified document deserves special commendation. Appreciation should also be shown Dr. Bruce Robertson and Mrs. Nancy Mattek of the Master Planning Office of the Department of Higher Education for their valuable advice and counsel.

Anne E. Voss, Coordinator, School and College Media Services, Bureau of Library Development, New Jersey State Library, served as general coordinator of the study and conducted meetings as the primary representative of the State Librarian. David C. Palmer, Assistant State Librarian, served as secretary and general editor of the Report.

FINAL REPORT OF THE
CONFERENCE ON LIBRARY EDUCATION
May 25, 1972

Assumptions Underlying Conclusions and Recommendations

In developing a report for the Chancellor of Higher Education and the Commissioner of Education as the basis for further study and action, several papers were prepared for consideration by the Library Education Planning Committee. Separate subcommittees formulated statements of the roles of Graduate, Undergraduate, Library/Media Technical Assistant vocational programs, and Continuing Education for library and media specialist education in New Jersey, each of which was discussed by the Planning Committee, modified as necessary, and adopted. In addition, the Bureau of Library and Information Science Research of the Rutgers Graduate School of Library Service was asked to prepare a manpower study, New Jersey Library Manpower: Patterns and Projections (see Appendix C) to provide data that would allow comparisons of staffing patterns in New Jersey libraries as well as a review of manpower utilization, educational background of librarians, current vacancies and projected manpower needs.

From these documents, a working paper was developed for the Library Education Conference of May 25, 1972, and was approved with amendments as the position of the Committee of the whole. This working paper was based on the following assumptions:

1. The staff categories of library personnel set forth in Library Education and Manpower: a Statement of Policy adopted by the Council of the American Library Association, June 30, 1970, and the guidelines therein are valid and applicable to New Jersey situations. The "Implications for Formal Education" in this policy statement should serve as the basis for New Jersey's plans, and of particular significance are the following excerpts:

> Item 20. Until examinations are identified that are valid and reliable tests of equivalent qualifications, the academic degree (or evidence of years of academic work completed) is recommended as the single best means for determining that an applicant has the background recommended for each category.

Item 23. Because the principles of librarianship are applied to the materials of information and knowledge broader than any single field, and because they are related to subject matter outside of librarianship itself, responsible education in these principles should be built upon a broad rather than a narrowly specialized background education. To the extent that courses in library science are introduced in the four-year undergratuate program, they should be concentrated in the last two years and should not constitute a major inroad into course work in the basic disciplines: the humanities, the sciences, and the social sciences.

Item 25. Emphasis in the two-year Technical Assistant programs should be more on skills training than on general library concepts and procedures. In many cases it would be better from the standpoint of the student to pursue more broadly based vocational courses which will teach technical skills applicable in a variety of job situations rather than those limited solely to the library setting.

2. Under present certification regulations, a "Teacher Librarian" or a "School Librarian" who lacks a master's degree should be considered comparable to a "Library Associate" as defined in Library Education and Manpower among its "Categories of Library Personnel."

3. Many of the proposed recommendations would require special funding and staff as well as faculty and administration approval of the institutions involved. Provision of quality professional education in an effective and economic way consistent with projected manpower requirements is assumed to be a desired goal.

4. Graduate, Undergraduate, and Technical Assistant programs are all necessary and should be continued. The objectives and the mission of current library education programs are as follows:

a. Graduate Programs:

(1) Rutgers - The State University. Graduate School of Library Service.

The mission of the Graduate School of Library Service falls into three basic areas: education, research, and professional development. Presently there are five objectives which guide the School and provide it with a sense of direction: 1. to

educate and prepare librarians for professional practice through the M.L.S. degree program; 2. to prepare persons to teach librarianship in higher education, carry on needed research in the field, and administer library and information service centers, by means of the Ph.D. degree program; 3. to conduct a service program designed to promote continuing professional education for practicing librarians; 4. to advance the state of knowledge in the field through research activities of the faculty and professional staff of the School and through various types of scholarship activities; and 5. to strive to influence the profession by direct participation in national and regional professional organizations and by encouraging the faculty, on an individual basis, to exert its influence through publications, through participation in institutes, and by serving as consultants. The new curriculum being introduced in the Fall Semester, 1972, will permit a variety of specializations at the master's degree level.

(2) Glassboro State College.

The graduate program in school and public librarianship is designed to accommodate college graduates with various backgrounds who want a master's degree and certification as a School Librarian or Professional Librarian. An individual entering the program can be classified in a variety of tracks depending on his background and goals.

b. Undergraduate Library Science Programs at Four-Year Colleges. Strong, quality undergraduate programs in library service now offered at selected four-year colleges should be continued. They provide introductory preparation for teacher-librarianship and may well prepare for the library associate rank in public libraries. These programs also serve as a foundation for graduate study in library education for those who wish to continue and can so qualify.

Such undergraduate programs in library education should have a broad basis in the liberal arts and/or education and should include professional laboratory experience in the field. A suggested core curriculum of at least 18 credits in library science should be divided among such areas as:

Introduction and functions of libraries/ media centers (organization and administration)

Organization of materials

Basic reference and bibliography

Evaluation and selection of materials

Principles and utilization of non-print (A-V technology)

User services

Adult, young adult and/or children's literature

c. Library Technical Assistant Programs at Two-Year Colleges, Community Colleges, and Technical Institutes. Vocational specialization for Library/Media Technical Assistants involves preparation in certain specifically library-related skills or use of special library audio-visual and other mechanical equipment. The Library/Media Technical Assistant is prepared to support the work of Associate Librarians and higher staff levels by performing tasks that follow established rules and procedures. Training may include some clerical skills but emphasizes special technical skills related to library/media center operations. Although a curriculum may reflect local employer needs, generally each program will be divided as follows: 1/2 general education courses; 1/4 library/media technical courses; 1/4 related specialized courses. Graduates receive an A.A. or A.S. degree. Some colleges and institutes award a certificate to students who complete only the vocational programs.

RECOMMENDATIONS FOR IMMEDIATE ACTION

The following recommendations include proposals for immediate action as well as for long-range planning which addresses such problems as need for new programs; articulation among two-year, four-year, and graduate levels; and certification. As such, therefore, they call for further study and action.

It is recommended that:

1. An advisory state council for library education be appointed by the Chancellor of Higher Education in cooperation with the Commissioner of Education and with appropriate representation of other departments.

Membership: Suggested membership should be representative of graduate, undergraduate, and community college technician programs, both state and public; the State Library; professional associations; and employers. The Council in its deliberations should call upon library educators, practicing librarians, media specialists, and other related specialists.

Responsibilities: The Council is conceived as being vested with responsibility for immediate and long-range planning and for developing and articulating library education programs to meet the needs of library, media, and information programs in New Jersey. The Council would also advise on matters of continuing education in librarianship. It is envisioned as providing the support which is needed to undertake urgent programs such as the development of televised or individual instruction materials for personnel in library services throughout the State. The Council should also encourage innovative programs in library education, equivalency tests, etc. A permanent executive for the Council is recommended.

2. Intercollege agreements between graduate and undergraduate State sponsored and independent institutions be encouraged to provide for curriculum quality control, transferability of credit, and geographical availability of appropriate education for library, media, and information professions.

Among examples of such intercollege arrangements which

would ensure quality library education are the following:

a. The Rutgers Graduate School of Library Service would continue its present Ph.D., M.L.S., and post-master's degree programs on an individual basis, but would interchange students with Glassboro State College for specialized programs.

b. Conversely, the Master's degree program at Glassboro State College for school and public librarians would continue, but Glassboro would send students to Rutgers for specialized courses in that library school's curriculum.

c. Some courses at a graduate level on a non-matriculated basis would be provided at college campuses in various areas of the State when sufficient enrollment permits. The course content, faculty, quality control, and evaluation of such offerings would be the responsibility of Rutgers and Glassboro graduate faculty in cooperation with the local college and its library education faculty.

Students would be able to take a planned sequence of graduate level courses up to 12-15 hours at the designated State or other colleges without matriculating, such courses being in the nature of university extension programs of Rutgers or Glassboro. It should be noted that such a program is not intended to be wholly self-supporting.

The graduate level extension course program would serve several purposes:

(1) It would enable a person with undergraduate education in library service to obtain in-depth training at convenient locations across the State;

(2) It would enable the 18-credit hour Teacher-Librarian to upgrade himself to School Librarian through a planned program at the graduate level without having to meet all the requirements of a matriculated master's degree candidate;

(3) It would enable the college graduate who is uncertain about librarianship as a career to take some courses in a nearby college without matriculating;

(4) it would permit those who have a master's degree in Educational Technology to obtain background in librarianship equal to 15 hours of course work without matriculating for the M.L.S. degree.

d. Students who were successful in non-matriculated status in such graduate courses, and who applied and were admitted to Rutgers or Glassboro upon matriculation, would be given advanced standing up to 15 credit hours. (This would require change in Rutgers and Glassboro policy in transfer of credits).

e. Undergraduate programs in library service would be examined and broadened as necessary to accommodate preparation of the Library Associate for public library service.

f. Continuing education for all levels of library staff would be encouraged and not expected to be entirely self-supporting since both the State Library and the Rutgers Graduate School of Library Service recognize their obligation to update professional training.

(1) Planned and coordinated with assistance of the State Council on Library Education, professional associations, and the State Library, a wide scope of in-service training programs would be provided and programs available in nearby states would be taken into consideration in making local plans.

(2) Programs would be developed and offered by different groups and institutions depending on their particular expertise and level of instruction. A master calendar of offerings would be maintained at a designated location.

(3) Students at the Graduate Library School holding M.L.S. degrees would be permitted to enroll in courses in the regular curriculum with permission of the instructor. Such students would be registered in "Continuing Education".

(4) Courses would be primarily directed toward specialized knowledge desired for improved performance, promotion, updating, and personal development.

(5) Formal programs leading to advanced degrees would normally require matriculation and a planned program of study. At the discretion of the degree-granting institution, some credit might be allowed for continuing education courses taken for credit.

(6) At the post Master's degree level, Rutgers Graduate School of Library Service would offer special courses designed to satisfy professional needs voiced by practicing librarians. The design of planned programs for students rather than isolated experiences obtained through extension courses in various regions of the State would be undertaken.

(7) At the undergraduate and technician levels of preparation for librarianship, comparable continuing education programs for credit are suggested to be offered in designated geographic locations by community or four-year colleges as appropriate.

(8) Special education in the nature of skills training and orientation to library work should be planned for aides, volunteers, and paid non-credentialed staff by appropriate agencies.

(9) Coordination of effort of the State Library, professional associations, and educational institutions is recommended to meet the continuing education needs of librarians most effectively. With such a group working together and with comparable groups in other states, modern instructional programs could be designed for self-instruction, television seminars, etc.

g. Educational technology courses for librarians should be planned and developed within the State, preferably at an institution where library courses are offered. A program of additional courses in the media field at the graduate level, for example, would cover:

Concepts of development of instructional materials;

Equipment capabilities and evaluation;

Production of media;

Communications theory;

Instructional system design;

Introduction to one or more areas such as instructional television, computer assisted instruction, educational film production.

It should be noted that Glassboro and Rutgers are currently working toward this goal.

h. Information science and computer courses for librarians must be planned. Most courses offered other than at the Rutgers Graduate School of Library Service are directed toward the scientist or business data processing field. A block of courses is recommended in graduate education for librarians to equip students with a basic knowledge of computers and information science as they are applicable to library matters. (The new Rutgers curriculum will satisfy some of this demand). Interdisciplinary programs should be developed for anyone who wants further specialization in information science.

i. Articulation of different levels of library education is essential and should be designed in relation to the external degree program being developed at Edison College, CLEP, and other programs. Equivalency tests should be developed with the aid of a professional testing service to ensure a basis for transfer of credit and a lattice for advancement. It is suggested that funding at the State level be explored for the development of appropriate testing.

RECOMMENDATIONS FOR LONG-RANGE DEVELOPMENT

(Background Proposals Relating to School Library/Media Centers and Public Library Certification)

Teacher librarians are required to have a baccalaureate degree including required education courses plus 18 hours of library science obtained in the upper division of a four-year college. There is no differentation as to positions for which they are eligible from school librarians who have 30 hours of library science or 12 more credits than those required for the teacher librarian.

Recommendation I:

It is proposed that certification requirements be reviewed, and for the present be considered as a minimum requirement.

a. It is recommended that the teacher-librarian with a bachelor's degree including 18 hours of library science at an accredited four-year college program be equated with a Library Associate and that the certification call for the individual to work within the framework of established procedures and policies and under supervision of a school librarian or media director at a higher level. In terms of a school situation such supervision may be from a librarian/media specialist at district or county level. Since at present district or county supervision is not available in many areas, the state level specialist may need to accept responsibility for such supervision and guidance.

b. A teacher-librarian who enrolls in isolated courses to obtain additional credits to qualify as a School Librarian does not obtain benefit of a planned sequence of courses. It is proposed that for school librarian certification that now calls for a master's degree in library science or a baccalaureate degree with 30 credit hours of course work in library science be amended to provide that at least 12 credit hours be at the graduate level and that competencies in specific areas be listed.

c. For the School Librarian/Media Center Supervisor or director at a higher level, a master's degree in library science plus appropriate post-master level instruction may be necessary. Therefore, it is proposed that qualification and classification standards be developed for supervisory responsibilities, and appropriate educational programs to fulfill the requirements be designed.

Recommendation II:

Revision of 1958 guidelines for undergraduate programs.

Recommendation III:

Professional librarian certification be reviewed and updated to include 12 graduate credit hours.

Recommendation IV: (Library/Media Technical Assistants)

Criteria for programs be adapted (see American Libraries, November, 1971).

The roles of this level of staff should be studied and an appropriate title and classification should be introduced into State Civil Service and school staffing patterns.

Appendix A

DEFINITIONS

For the purpose of this study, the following terms have been used by the subcommittees when discussing positions for which library education is felt to be necessary. Basically, these are terms used in the Asheim Report to the Council of the American Library Association in 1968.

Term	Library Used in	Education	Certification
Librarian	Public College Special	M.L.S. M.L.S. M.L.S.	Professional Librarian None at present None at present
Media Specialist	School	M.L.S.	School Librarian
Library Associate	Public	Bachelor's + 18 hours library science	None at present
Teacher/Media Specialist	School	Bachelor's + 18 hours library science	Teacher Librarian
Library Technician	Public College Special	A.A. or two yrs. beyond high sch.	None at present
Media Technician	School	A.A. or two yrs. beyond high sch.	None at present

Appendix B

LIBRARY EDUCATION: WHO, WHAT, WHERE (PROPOSED PATTERN)

Who May Want It	What Are They Likely to Want	Where May They Obtain It
Prospective Library Staff, College Graduates	To qualify with Professional Master's degree	Glassboro (May send students to Rutgers for special courses) Rutgers (or may begin graduate courses in an extension or continuing education program as non-matriculated students; may send students to Glassboro for special courses)
College Students desiring undergraduate courses in library service	To qualify as Teacher-Librarian or Associate Librarian in other than school libraries; Bachelor's degree with library service major	State Colleges, such as: Glassboro Trenton Newark Paterson Montclair Private Colleges, such as: Caldwell St. Elizabeth
Community College Student	To qualify as Library/Media Technical Assistant; A.A. or A.S. degree	Community (County) Colleges Several to be designated to offer courses for a region of the State; county or private.

NEW JERSEY LIBRARY MANPOWER: PATTERNS AND PROJECTIONS

A report submitted to
the Planning Subcommittee,
Committee to Study Library Education
in New Jersey

by

The Bureau of Library and Information Science Research
Graduate School of Library Service
Rutgers University

Philip M. Clark
Executive Director

E. Kay McGinty
Research Associate

May, 1972

Introduction

This study of library manpower patterns and projections in New Jersey has been conducted by the Bureau of Library and Information Science Research of Rutgers Graduate School of Library Service as a special study under the terms of the Bureau's contract with the New Jersey State Library. The study was requested by the Planning Subcommittee of the Committee to Study Library Education and is submitted to that body for its use.

The study was initiated because of the Committee's concern that data were not available that would allow comparisons of staffing patterns in New Jersey libraries. This concern became the central focus of the study that is reported herein. Obviously, because of constraints on time and finances, not all items of interest and importance to the Committee could be approached in the study. Furthermore, a comprehensive review of the actual utilization of manpower in the state demands the kind of longitudinal analysis that could not be accomodated at this time.

Given these limitations, the study team decided to develop two questionnaires to be administered by mail. The one questionnaire was designed to be mailed to persons listed as heads of school libraries and media centers, while the other is oriented to directors of public, college and university, and special libraries. The list of libraries was provided by the New Jersey State Library from their general mailing list. No changes were made in that listing.

The advice, assistance, and criticism of a number of individuals must be acknowledged. Charles Curran, Research Assistant, proved most valuable for his general assistance on the project. Miss Mary V. Gaver and Dr. Lowell Martin commented on early drafts of the questionnaires. Their comments and those of Dr. Phyllis Van Orden and Miss Dorothy Deininger prompted us to a complete revision of that early attempt. Miss Anne Voss of the State Library has been most helpful from the beginning of the study. However, the Bureau alone accepts responsibility for the final outcome.

Finally, we must express our appreciation to the 785 New Jersey librarians who returned the questionnaires. In the face of yet another questionnaire, they performed their too often unthanked task.

Summary of Findings

Distribution of the sample:

- Libraries returned the questionnaires in approximately the same proportion as they were represented in the total population, when divided according to type of library and geographical area.

- Two-thirds of the libraries are located in the Northeastern Metropolitan area.

- Elementary school libraries constitute approximately 50 percent of the total population of libraries in the state.

Staff size and level:

- The modal staff sizes for various types of libraries can be summarized as follows:

elementary schools	1 staff member
junior high schools	2 staff members
high schools	2-4 staff members
public libraries	5-10 staff members
special libraries	5-10 staff members
college libraries	11 or more staff members

- Roughly speaking, about 60 percent of persons working in school libraries are reported to be professionals, 4 percent technicians, and 32 percent clerical workers.

- About 50 percent of all school library staff members are reported as having some type of certification and 50 percent have no certification. A person working in a public school library is more likely to be certified than a person working in a private school.

- In public libraries, roughly one-third might be classified as professionals, one-fifth as technicians, and half as clerical.

- Overall, we estimate that approximately 3000 persons work in school libraries, 4500 in public libraries, and 2500 in college, university, special, and county libraries. Thus the manpower total in New Jersey libraries is approximately 10,000 persons.

Current vacancies:

- Eight percent of the libraries that responded reported a total of 111 vacancies at the present time. The majority were located in the Northeast Metropolitan area, and 42 percent of all reported vacancies were in public libraries.

- The highest proportion of vacancies in non-school libraries existed at what we have termed the specialist level, 28 percent, followed by vacancies at the clerical level, 24 percent, and at the support level, 20 percent.

- Assuming that the responses to the questionnaire constitute a representative sample of the state as a whole, we estimate approximately 360 current vacancies -- 75 in schools, 150 in public libraries, and 135 in all other types -- with about one half of these vacancies being reported as having "professional" requirements.

Projected needs: (non-school libraries)

- Among non-school library directors, 84 percent anticipated some needed growth in the number of positions over the next five years, but only 63 percent expected to be able to fill any of their anticipated needs.

- We project, based on the reports from the library directors, that staff sizes need to increase in the next five years by about 37 percent, but that they expect to be able to fill roughly only 65 percent of that needed growth.

Attitudes toward staff upgrading, benefits of upgrading, and means of upgrading:

- Fifty-two percent of school library directors see upgrading from 18 credit hours in library science to 30 hours as being necessary to or very helpful in performing jobs requiring such a background; 44 percent do not see such a direct need.

- Persons holding school librarian certification are much more likely to view such upgrading as necessary than persons holding teacher-librarian certification. Teacher-librarians view such upgrading as useful to the individual, but not necessary to the performance of the duties of the position.

- Benefits that stem from an increase of 18 to 30 credit hours status are predominantly given as salary increase, although 29 percent of the respondents see no benefit to upgrading.

Continuing education - all library directors:

- School librarians and college library directors were most positive toward continuing education, with public library directors being less positive than the others.

- The higher the school level at which the librarian functioned and the higher the certification level of the librarian, the more likely they were to respond that continuing education was necessary.

- Reports of staff involvement in continuing education were highest for college librarians, next highest for special library directors, and least for public library directors.

- In-service training has a low priority among college and special library directors but relatively high priority among public library directors.

- Released time for staff members to attend in-service and continuing education types of instruction was felt to be available for majorities of public library and college library staffs, and by about one-third of the special library directors.

Levels of training by specific types of training:

- Overall, library directors indicated that training dealing with A-V media equipment and software was necessary in some formal program. School librarians felt that the use of equipment and the production of software should be offered primarily at the A.A. level; selection and processing of software should be taught at both the B.A. and M.L.S. levels. Non-school librarians most often specified the A.A. level for training in both hardware and software.

- All types of library directors felt that working with specific groups (children, young adults, elderly, etc.) should be offered at both the B.A. and M.L.S. levels.

- Computer applications and administration were favored for inclusion mainly at the M.L.S. level.

- Non-school library directors felt that traditional library skills should be concentrated at the A.A. level while school library directors located this training at the B.A. level.

Distribution of the sample

The sample for this project, consisting of all returned questionnaires, closely parallels the total universe of libraries to which the questionnaire was mailed. A comparison of the two by type of library is given below in Table 1.

Table 1: Distribution of Returned Questionnaires by Type Library

	Total Population (2207)	Returned Questionnaires (785)
Elementary schools	47%	50%
Junior high schools	5	6
High schools	20	21
Public libraries	16	13
Special libraries	8	5
College/ university libraries	3	4
County libraries	1	1
	100%	100%

The overall response rate to the questionnaire was 36 percent, that is, 36 percent of all librarians to whom the questionnaire was sent, completed and returned it. College librarians had the highest response rate, 41 percent, and special librarians had the lowest rate, 21 percent. Thirty-eight percent of the school librarians returned the questionnaire, and 30 percent of the public librarians did so.

The distribution of the returned questionnaires by geographical area of the state was almost identical to the distribution of libraries within the state. A comparison is given in Table 2.

Table 2: Distribution of Returned Questionnaires by Geographical Area

	Total Population (2207)	Returned Questionnaires (785)
Northeast Metropolitan	64%	63%
Northwest Agricultural	4	5
Southwest Metropolitan	18	17
Southwest Agricultural	2	4
Seashore	12	11
	100%	100%

The counties included in each of the above-named regions are as follows: Northeast Metropolitan - Bergen, Essex, Hudson, Middlesex, Morris, Somerset, Passaic, Union
Northwest Agricultural - Hunterdon, Sussex, Warren

(cont.) Southwest Metropolitan - Burlington, Camden, Gloucester, Mercer
Southwest Agricultural - Cumberland, Salem
Seashore - Atlantic, Cape May, Monmouth, Ocean

Staff Size and Level

The 785 libraries for which questionnaires were returned employ more than 3600 individuals. The modal staff sizes for all libraries in the state are one and two. Thirty-seven percent of all libraries had a single staff member, and another 28 percent had two staff members. Table 3 shows a breakdown of staff sizes for each type of library.

Table 3: Staff Size by Type of Library

	Total Sample (785)	Elem. School (388)	Jr. H. School (51)	High School (168)	Public Libraries (104)	Special Libs. (36)	College Libs. (33)
None	2%	2%	-	2%	1%	8%	-
One	37	59	22%	23	5	20	-
Two	28	31	55	32	6	11	3
Three/four	14	7	8	34	11	17	6
Five to ten	11	1	4	9	45	33	30
Eleven or more	8	*	-	-	31	11	61
No response	*	*	-	-	*	-	-
	100%	100%	100%	100%	100%	100%	100%

(* Less than .5%)

All five county libraries returning questionnaires had staffs of more than ten.

The distributions of staff sizes did not vary much when examined by geographical area, but the Northeast Metropolitan and Seashore areas tended to have somewhat larger staffs.

School librarians were asked to list their staff members by job title, and it is by these reported titles that school library personnel are classified. It was considered impractical to ask directors of larger libraries to list each employee, so these directors were asked to give the number of employees (and vacancies) they had at each of five levels. The descriptions used for each of the levels are modifications of Asheim's definitions developed for ALA.

Table 4 shows a breakdown of school library personnel by reported job title. The first column shows percentages of persons in charge of the library facility, for each job title; the second column gives this information for all library staff members (including the director). The titles are roughly divided into three categories -- professionals, technicians, and clerical workers.

Table 4: Distribution of School Library Personnel by Job Title

Job Titles Reported:	Directors (607)	Total Staff (1143)
Librarian	84%	49%
Head Librarian	5	2
Media Specialist	5	4
Director, Media Center	3	1
Coordinator, Library Services	1	*
Teacher	*	*
Assistant librarian	-	3
A-V coordinator	-	1
A-V librarian	-	*
Miscellaneous professional	*	*
Library technician	*	1
Library assistant	-	2
A-V technician	-	1
Clerk	-	16
Aide	1	10
Secretary	-	6
No response	-	2
	100%	100%

(* Less than .5%)

It is clear that the great majority of non-clerical school library personnel call themselves simply "librarian." Thus job titles do not provide a very useful classificatory scheme for this group. Certification levels allow us to see more clearly how school library personnel are grouped. Table 5 shows a breakdown of public and private schools by certification.

Table 5: Certification Levels of School Library Personnel

	Public (1021)	Private (94)
Certified school librarians	26%	16%
Certified teacher-librarians	26	14
Uncertified professionals	11	41
Non-professional personnel	37	29
	100%	100%

The proportions of certified school librarians and certified teacher-librarians in the state are about equal. As was shown above in Table 3, elementary schools tended to have smaller libraries than did junior high schools and high schools, in number of staff. Proportions of certifed librarians did not differ by level of school. However, public schools were much more likely than private schools to have a certified school or teacher-librarian.

The distributions of total library staff and of each of three types of professionals among public and private school library facilities is shown below: (Bases are 549 public, 57 private schools)

Total staff: 1021 in 543 public schools (modal staff: 1 or 2)
94 in 53 private schools (modal staff: 1)

Full-time certified school librarians: 250 in 228 public schools
13 in 13 private schools

Part-time certified school librarians: 20 in 18 public schools
2 in 2 private schools

Full-time certified teacher-librarians: 238 in 222 public schools
9 in 9 private schools

Part-time certified teacher-librarians: 30 in 30 public schools
4 in 4 private schools

Other professionals: (full-time) 89 in 83 public schools
34 in 26 private schools
(part-time) 17 in 16 public schools
5 in 5 private schools

A breakdown of public library personnel by job level is given below. (Because of the small bases, it would be misleading to divide special, college, and county library personnel into such percentage proportions, but actual numbers of personnel at each level for each type of library are given at a later point.)

Table 6: Job Levels of Public Library Personnel
(Base = 104)

		Mode
Top level administrators	11%	1
Middle management professionals	10	0,1
Specialists	11	0,1
Supportive staff (technicians)	21	3
Clerical staff	47	1,2
	100%	

A total of at least 1350 persons are employed in 104 public libraries in the state (number of employees was unreported in three public libraries). The modal staff size of public libraries was eight. For special libraries the mode was one, and for college libraries staff sizes ranged widely with no clear mode, although the majority had staffs larger than ten. Virtually all county libraries had large staffs.

Distributions of staff by level, for each type library are below.

Of 104 public libraries responding the following are reported:

139 top administrators in 100 libraries	(mode: 1)
139 other professionals in 54 libraries	(mode: 1)
164 specialists in 62 libraries	(mode: 1)
296 supportive staff in 76 libraries	(mode: 3)
597 clerical staff in 85 libraries	(mode: 1,3)

Of 36 special libraries responding the following are reported:

* 56 top administrators in 34 libraries	(mode: 1)
25 other professionals in 17 libraries	(mode: 0,1)
60 specialists in 14 libraries	(mode: 0,1)
55 supportive staff in 15 libraries	(mode: 0,1)
84 clerical staff in 19 libraries	(mode: 0,1)

(* One library accounted for 19 "top administrators," 23 specialists, 27 supportive staff, and 43 clerical staff.)

Of 33 college/university libraries responding, the following are reported:

83 top administrators in 33 libraries	(mode: 1,2)
88 other professionals in 28 libraries	(mode: 1,2,3)
105 specialists in 23 libraries	(mode: 2,3)
116 supportive staff in 26 libraries	(mode: 1,2)
258 clerical staff in 32 libraries	(mode: 3)

Of 5 county libraries responding, the following are reported:

20 top administrators in 5 libraries
23 other professionals in 5 libraries
13 specialists in 4 libraries
38 supportive staff in 5 libraries
69 clerical staff in 4 libraries

Assuming that our sample is representative of libraries in the state, we may assume that all libraries in the state currently employ over 10,000 persons; that school libraries employ approximately 3000 persons; and that public libraries (not including county libraries) employ over 4500 persons. The small bases of our samples of college, special, and county libraries do not warrant such projections.

Vacancies Reported

Of the 785 libraries completing questionnaires, only 64 reported vacancies on their staffs. A total of 111 vacancies were reported. By type of library, the vacancies were distributed as follows:

28 vacancies in 23 school libraries (or systems)
47 vacancies in 24 public libraries
7 vacancies in 4 special libraries
15 vacancies in 9 college libraries*
14 vacancies in 4 county libraries

(* One college library reported 6 vacancies)

The majority of all vacancies were in the Northeast Metropolitan area, with a considerable number also reported in the Seashore area. The dsitribution by geographical area is given in Table 7.

Table 7: Distribution of Vacancies by Area

Northeast Metropolitan: 73 in 47 libraries
Northwest Agricultural: 3 in 3 libraries
Southeast Metropolitan: 6 in 4 libraries
Southeast Agricultural: no vacancies
Seashore area: 29 in 10 libraries

Of the vacancies reported in school libraries, 25 occurred in 20 public schools, 2 in 2 private schools, and one in the staff of a library coordinator. Twelve of the school vacancies were at the professional level, two were at the technician level, and 10 were clerical level openings; level was unspecified for 4 of the vacancies.

Table 8: Level of Vacancies Reported in Public Libraries
(Base = 104)

Top administrators: 6 vacancies in 5 libraries
Middle management professionals: 7 in 7 libraries
Specialists: 16 in 10 libraries
Supportive staff (technicians): 9 in 8 libraries
Clerical staff: 9 vacancies in 6 libraries

A percentage distribution of vacancies in public, special, college, and county libraries by level is given in Table 9. The greatest proportion of vacancies are reported at level #3, described on the questionnaire as "specific library specialty...not the supervision of others". The greatest number of vacancies in public libraries occur at this level also. Such a breakdown for college, special, and county libraries was not considered useful because of the small numbers of libraries responding in these categories.

Table 9: Distribution of Vacancies in Non-school Libraries
(Base = 83 vacancies in 178 libraries)

Top level administrators	11%
Middle management professionals	17
Specialists	28
Supportive staff	20
Clerical staff	24
	100%

Assuming as before, that the sample is representative, we can (cautiously) project about 360 vacancies currently existing in all types of libraries in the state. Of these about 74 would be school library vacancies and over 150 would be public library vacancies. Projections for specific numbers of vacancies in the other types of libraries sampled is not advisable. Over half of all vacancies reported in all types of libraries were at the professional level, requiring at least a college education in school libraries, or listed in one of the first three levels in all other types of libraries (top administrators, middle management, or specialists). Less than twenty percent of the vacancies are classified as technical (defined as "supportive staff" in non-school libraries), and about thirty percent are clerical vacancies.

Projected Needs for the Next Five Years (in non-school libraries)

Directors of public, special, college, and county libraries were asked to predict their future needs in this question:

> "Based on growth projections for the next five years, please indicate your anticipated manpower needs as follows:
>
> EXAMPLE
>
> | Number needed | | Expect to fill |
> |---|---|---|
> | 1 | clerk for circulation, periodicals | 0 |
> | 1 | audio-visual technician | 0 |
> | 2 | cataloging assistants | 1 |
> | 1 | professional for reference, cataloging | 1" |

Of the 178 library directors returning questionnaires, 154 answered the above question. Of these, 130 anticipated some growth over the next five years, projecting a total need for over 650 new staff members. Twenty-four of the libraries anticipated no growth. Of those anticipating growth, however, only 97 directors reported that they expected to fill any of their anticipated needs; this group expected to fill 419 new positions. Applying to all non-school libraries in the state, the ratio of projected needs and expectations for the sample of libraries, we can very roughly predict a need for 2600

new library employees within the next five years all over the state, and an expectation of filling only 1800 to 2000 of these potential positions. Thus we can expect a growth in non-school library positions of 25 to 30 percent over the next five years in New Jersey.

Descriptions given by directors of the types of positions they expect to create and fill were often vague, and thus difficult to classify. Roughly tabulating the responses, we estimate that about half the new positions will be clerical, about 30 percent professional, and about 20 percent technical. Then, assuming a growth of 2000, we can expect about 1000 of the openings to be clerical, and a need for about 600 new library professionals and 400 library technicians.

Expectations to fill projected needs are highest among county library directors (at least for those responding to the questionnaire). All five libraries projected some growth, and all five expected to fill some new positions. Overall, these directors indicated that they expect to fill 75 percent of the positions they expressed a need for. Expectations of special libraries were lowest, expecting to fill only 54 percent of their projected needs. Public libraries expect to satisfy about 61 percent of their needs and college library directors 68 percent. (See Appendix for more detail.)

Description of Staff in School Libraries

About sixty percent of all school library personnel are reported to be between ages 40 and 60; the modal category, about 35 percent, are between 40 and 50. The age distribution of directors of school library facilities does not differ from that of the total staff. Eighty-seven percent of the directors and 84 percent of the total staff are female (with a surprisingly high 7 percent of the directors and 11 percent of the staff not identified as to sex). This varies somewhat with level of school. Ninety percent of the elementary school librarians are female but only 81 percent of the high school library directors are female (with 11 percent identified as male, and 8 percent unreported).

Salary levels of directors and of all school library personnel are as follows: (Both full-time and part-time personnel are included.)

Table 10: Reported Salaries of School Librarians

	Directors (607)	Total Staff (1143)
Under $2500	2%	7%
$2500 - 4999	3	16
$5000 - 7499	5	11
$7500 - 9999	26	17
$10,000 - 12,499	29	18
$12,500 - 14,999	22	14
$15,000 and over	7	4
No response	5	13
	100%	100%

In order to arrive at an average salary for school library personnel with which meaningful comparisons could be made, it was decided to control for number of hours worked per week in the library. Since 92 percent of school staff work on a 10-month contract, this was not considered to be a critical factor in comparing salary levels. Twenty-five hours per week, or an average of five hours per day in the library was used as the cut-off point; salaries were averaged for all individuals who reported working 25 or more hours. Eighty-three percent of school library facility directors and 74 percent of all staff were in this group.

The mean salary, overall, for school library personnel was $9312 per year. The most important controlling factors determining salary appeared to be type of school (public/private) and certification (in public schools only). The mean salary for public school librarians was $9519, while in private schools it was only $6388. Mean salaries within those two groups by certification level are given below in Table 11.

Table 11: Mean Salaries in Schools by Certification

	Public	Private
Certified school librarians	$11939	$6707
Certified teacher-librarians	10869	6938
Provisionally certified	10031	*4130
Not certified	5900	6349

*Only two individuals.

As can be seen, certification has little effect on salary levels in private schools, but considerable effect in public schools.

Table 12: All School Library Personnel by Education

	Directors (607)	Staff (1143)
High school	1%	22%
Some college	3	8
A.A.	-	1
B.A./B.S.	46	31
M.L.S.	33	21
M.A./M.S.	10	7
Two masters	6	4
Ph.D/other doctorate	*	*
No response	1	6
	100%	100%

(* Less than .5%)

School libraries were asked not only to indicate the level of education attained by each staff member, but also to give the number of undergraduate and graduate library science credits earned by each. Of the directors themselves, 45 percent have no undergraduate credits, but more than half of this group have over 30 graduate credits in library science. Seventeen percent of them have no graduate credits (that is, they have no library science credits at all). Another third of the directors of school library facilities have exactly 18 undergraduate credits. Of these, 74 percent have no graduate credits, and 15 percent have some graduate credits, but less than 18. (These are the 18-credit librarians who have upgraded themselves to 30 credits for certification, or in in the process of doing so.)

Among all school library staff members, 64 percent have no undergraduate library science credits. Two-thirds of these have no graduate credits either. Twenty-five percent of those without undergraduate credits have more than 30 graduate credits. About 21 percent of the staff members have 18 credits exactly, at the undergraduate level. Seventy-seven percent of these have no graduate credits and 13 percent have less than 18 graduate credits.

The following summary table gives the proportions of the entire group that each of these classifications represent:

	Directors (607)	Staff * (1143)
No library science credits	8%	40%
No undergraduate credits, over 30 graduate credits	26	16
18 undergraduate, no graduate credits	24	16
18 undergraduate, less than 18 graduate credits	5	3

Nineteen percent of all staff members, and 24 percent of school library directors are currently enrolled in some formal academic program. Among directors, 9 percent are in graduate level programs and 15 percent are currently in continuing education programs. Three percent of directors and of the total staff are enrolled in undergraduate level courses. Six percent of all staff members are in graduate programs and 10 percent are in continuing education programs.

Certification levels reported for each are as follows:

Table 13: Certification of Directors and Staff

	Directors (607)	Staff (1143)
Certified school librarians	42%	25%
Certified teacher-librarians	39	25
Provisional/emergency cert.	4	3
No certification	15	47
	100%	100%

Proportions of school librarians and teacher-librarians are about equal, both among directors and among the total staff. They represent about half of all school library personnel in the state and about 80 percent of the directors of school libraries. In addition to those types of certification, about 18 percent of all staff and 26 percent of the directors are certified teachers. Two percent of the total staff and 3 percent of the directors are certified public librarians. Four percent of the staff members and 7 percent of the directors are currently working on certification.

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* Distributions of public and private school personnel by these four categories are almost identical. This might be accounted for by the greater use of clerical personnel in public schools.

Attitudes of School Library Directors

In an effort to determine the feelings of practicing school librarians concerning the value of upgrading an undergraduate minor in library science to 30 credits, the following question was asked:

> "Do you feel that it is necessary for the individual with 18 credits in library science to upgrade himself or herself to 30 credits in order to adequately perform the duties of a position for which 30 credits in library science are required?"

The distribution of responses (from among the alternatives offered on the questionnaire) was as follows:

Table 14: Is it necessary to upgrade 18 credits?
(Base = 582)

Yes, necessary to perform in the position.	26%
Very helpful in preparing one for the duties.	26
Not necessary to the performance of the duties, but useful to the individual.	40
Completely unnecessary.	4
No response	4
	100%

A majority of school librarians feel that upgrading an 18-credit minor in library science to 30 credits is at least helpful in preparing for the duties of a school librarian; only 4 percent would judge this upgrading to be unnecessary. A breakdown of the responses by level of school shows an increase in strength of attitude with higher levels; i.e. high school librarians are most apt to feel that upgrading is necessary and elementary school librarians are least likely to express that strong an attitude. Librarians in private schools differ little from those in public schools, except that the latter are more likely to call such upgrading "...useful to the individual."

When responses to the question are examined by certification level of the respondent, marked differences emerge. The distributions are given in Table 15.

Table 15: Necessity of Upgrading by Certification Level

	School Librarians (254)	Teacher-Librarians (239)	Provisionally Certified (26)	Uncertified (88)
Necessary to perform...	41%	11%	27%	28%
Helpful...for the duties	32	22	19	22
...Useful to the individual	24	58	38	38
Unnecessary	1	7	8	3
No response	2	2	8	9
	100%	100%	100%	100%

Certified school librarians (that is, those who have 30 credits in library science) are most likely to feel that upgrading from 18 to 30 credits is "necessary to perform in the position," and are highly unlikely to consider such an effort unnecessary. Teacher-librarians on the other hand (those who are certified with 18 credits) are more likely to consider such upgrading merely "useful to the individual;" only 11 percent considered it "necessary." Librarians who have provisional or emergency certification and those who are uncertified do not differ in their attitude toward upgrading; both are more likely to consider it "useful to the individual" than "necessary."

Librarians were also asked what benefits, in addition to certification, existed in their systems for the individual who upgraded to 30 credits. Responses for all school librarians were as follows:

Table 16: Benefits in System for Upgrading to 30 Credits
(Base = 607)

Salary increase	48%
Increased job skills	3
Tenure	1
Combination of above	10
Miscellaneous	1
No benefit	29
No response	8
	100%

Salary increase is the most frequently mentioned benefit. Over one-fourth of those responding reported no benefits in their system for upgrading to 30 credits. When responses to the question are examined separately for public and private schools it can be seen that over half the private school librarians see no benefit for upgrading, and only 12 percent name salary increase as a benefit. Among public school librarians 52 percent mention salary increase as a benefit.

There is virtually no difference in responses on benefits by level of school. When the responses are tabulated by certification, certified school and teacher-librarians are more apt to name salary increase as a benefit and less likely to report no benefits than are uncertified or provisionally certified librarians.

School librarians were also asked whether their systems financially encouraged or rewarded library staff members who continued their education. Seventy-six percent of all school librarians answered "Yes" to this, with 20 percent answering "No" and 4 percent not responding. Elementary and junior high school librarians were more likely to feel that continued education was encouraged or rewarded than were high school librarians, 80 percent of the former responding positively and only 68 percent of the latter. When the

responses were examined by certification level, it was found that certified school and teacher-librarians were considerably more positive in feeling that continued education was encouraged (81 percent and 78 percent) than were provisionally certified or uncertified personnel (58 and 59 percent, respectively).

All librarians sampled (school, public, special, etc.) were asked whether they considered continuing education necessary, or if not necessary, desirable for staff members. (Level of staff was not specified on the questionnaire to school librarians, but all other types of libraries were asked only for their "professional employees.") Table 17 shows responses to this question by type of library.

Table 17: Is continuing education necessary...?

	School (582)	Public (104)	Special (36)	College (33)	County (5)
Necessary	26%	19%	17%	33%	*1
Desirable	66	55	65	58	4
Neither	3	9	9	6	-
No response	5	17	9	3	-
	100%	100%	100%	100%	5

*Actual numbers used, due to small base.

School librarians and college library directors were most positive toward continuing education, 92 and 91 percent, respectively, calling such training either necessary or desirable for staff. (Virtually all county librarians were positive.) Seventy-four percent of the public library directors favored continuing education for professional employees.

Among school librarians there was a slight relationship between level of school and attitude toward continuing education, with high school librarians tending to feel it was more "necessary" than elementary or junior high school librarians. Certified school librarians were much more positive toward continuing education, 36 percent of them feeling it is "necessary."

School librarians were also asked to describe any continuing education courses they or their staff members had completed during the last two years. In all, 44 percent indicated that someone from their library had enrolled in a continuing education program during that time. Among the types of programs described were workshops and institutes on media centers, reading for young adults, and computer applications. High school librarians were more likely to report such participation among their staff members than were elementary school or junior high school librarians.

Public, special, college, and county library directors were asked whether any of their professional employees were currently

enrolled in programs of continuing education and responded as follows:

	Public (104)	Special (36)	College (33)	County (5)
Yes	17%	35%	51%	*1
No	69	56	46	4
No response	14	9	3	-
	100%	100%	100%	5

* Actual numbers

More college and special library directors report that their employees are currently enrolled in continuing education programs than public librarians. This is entirely consistent with the attitudes expressed toward continuing education by college, compared with public library directors. A fairly large proportion of public library directors did not answer the question.

Directors of libraries other than school libraries were asked also whether their employees participate in in-service training programs and whether they feel such programs are necessary, or desirable.

Table 18: Do your employees participate in in-service training?

	Public (104)	Special (36)	College (33)	County (5)
Yes	46%	12%	21%	*4
No	53	79	79	1
No response	1	9	-	-
	100%	100%	100%	5

*Actual numbers

Less than half of the public libraries in the state report that their staff members participate in in-service training programs. Even fewer special and college libraries, 12 and 21 percent respectively, report that their employees receive such training. However, four of the five county libraries responding reported that their staff members receive in-service training.

Of the public libraries reporting that their employees participate, 70 percent named the State Library as the sponsor of the in-service training program. Of those, more than half also named either area or county libraries. In all (there was considerable overlap) 37 percent named their area library, and 26 percent their county library as sponsors. Five libraries (11 percent) named NJLA.

As to attitudes toward in-service training, only 3 percent of the special and college library directors feel that it is necessary,

Table 19 shows that, with three exceptions, items on the list were checked by at least eighty percent of the school librarians for inclusion in a formal library science program. Use of A-V equipment, and processing and selection of non-print materials were selected especially frequently in this group. The exceptions (with low response) were subject specialty, work with adults, and computer applications, with 65, 64, and 62 percent checking them respectively.

Respondents were asked to indicate, for each item they checked, at which of three levels they felt it should be included: an AA-level program, a BA-level program, or an MLS program. The two items most frequently mentioned for inclusion in an AA-level program, by about 70 percent of those who checked them, were use of A-V equipment and production of non-print materials; use of A-V equipment was mentioned almost as often for a BA program, and both were frequently specified for inclusion at all three levels (by 32 and 28 percent).

Traditional library skills was most often suggested, by 80 percent, for the BA level, but also was mentioned frequently for all levels (by 24 percent). Selection of and processing of non-print materials, work with children, and work with adolescents were mentioned most for the BA level but were also frequently mentioned for the MLS level. Work with adults was mentioned equally frequently for both those levels.

Subject specialty, administration techniques, and computer applications were specified for the MLS level. Two categories were added by respondents in space provided for other types of training; these were public relations and curriculum.

Table 20: Public Librarians - At what level should each...?
(Base = 104)

	Percent Checking Item	Percent Checking: A.A.	B.A.	M.L.S.	All Levels	Mode
Audio-visual hardware	75%	85%	42%	36%	26%	AA
Non-print materials	71	65	53	47	23	AA
Subject specialty	61	14	62	63	10	BA/MLS
Administration	75	8	17	91	5	MLS
Children's librarianship	75	21	60	64	13	BA/MLS
Work with young adults	71	15	65	68	12	BA/MLS
Work with the elderly	61	33	67	60	18	BA/MLS
Computer applications	53	36	38	69	15	MLS
Traditional library skills (actual numbers below)	76	70	48	43	19	AA
Public relations	4	1	2	4	1	MLS

and more than a third of each of those groups feel it is neither necessary or desirable. This is consistent with their low participation in such programs. Twenty-six percent of the public library directors feel in-service training is necessary and 87 percent feel it is either necessary or desirable. County librarians are unanimously positive in their attitudes toward such programs.

> In answer to the question:
> "If in-service training and continuing education programs were offered during normal working hours, could your staffing circumstances permit you to encourage employees to participate in them?"

59 percent of the public library directors and 58 percent of college directors answered positively. Thirty-eight percent of the special reported that their staffing would permit them to encourage such participation and 50 percent answered negatively. Responses appear to be largely related to size of the staff.

All types of library directors were asked a question intended to indicate at which level (or levels) they felt certain types of library science training should be offered. The lists of types of training offered to the respondents on the two questionnaires were almost identical but the one to school librarians was slightly more detailed in the area of media, and differentiated between work with children, with adolescents, and with adults, rather than children, young adults, and the elderly. The results among school librarians are as follows:

Table 19: School Librarians - At what level should...?
(Base = 582)

	Percent Checking Item	Percent Checking: A.A.	B.A.	M.L.S.	All Levels	Mode
Use of A-V equipment	95%	71%	69%	47%	32%	AA/All levels
Selection of non-print	93	13	72	63	6	BA/MLS
Processing of non-print	93	35	73	54	16	BA
Production of non-print	80	70	57	52	28	AA/All levels
Subject specialty	65	4	43	74	1	MLS
Administration techniques	85	4	47	80	2	MLS
Work with children	85	28	80	59	19	BA
Work with adolescents	83	26	79	61	18	BA
Work with adults	64	24	69	70	17	BA/MLS
Computer applications	62	34	31	78	14	MLS
Traditional library skills	86	44	78	52	24	BA/All levels
(actual numbers below; added by respondents)						
Public relations	9	1	5	6	1	BA/MLS
Curriculum	27	2	8	22	1	MLS

Each item listed was checked by half to three-fourths of the public library directors for inclusion in some formal library science program. The item least often checked, by only 53 percent of the directors, was computer applications. Subject specialty and work with the elderly were the next least frequently mentioned, with 61 percent of the directors mentioning each of those. In addition to those listed, four respondents added "public relations" to the list.

The three items specified by the largest proportions of directors for inclusion in an AA program were audio-visual hardware, by 85 percent, non-print materials, by 65 percent, and traditional library skills, by 70 percent.

Where administration and computer applications were checked, they were most often recommended for inclusion in an MLS program -- by 91 and 69 percent respectively. Subject specialty, and work with children, with young adults, and with the elderly were all specified for either the BA level, the MLS level, or both.

Unlike the directors of the other types of libraries, special librarians did not tend to check all, or even most, of the items on the list. Administration, traditional library skills, and computer applications were each checked by about three-fourths of the special librarians, while about half checked subject specialty, audio-visual hardware, and non-print materials.

Administration and subject specialty were most frequently specified for inclusion in an MLS-level program. Computer applications was suggested frequently for all levels, but most frequently for the MLS level. Traditional library skills was also mentioned for all levels, but most often for the AA or BA level. Audio-visual hardware was recommended most for the AA level.

College library directors indicated that they felt that most of the items on the list should be included in an MLS-level program rather than at a lower level. Exceptions to this were audio-visual, specified most often for an AA program, and non-print materials and traditional library skills, mentioned frequently at all three levels, but least frequently at the MLS level.

County librarians were nearly unanimous in specifying that training in administration and computer applications be given exclusively at the MLS level. Children's librarianship and work with young adults were similarly specified for inclusion at the BA and MLS levels only, while work with the elderly was recommended for the AA level also. Non-print materials and traditional library skills were mentioned for inclusion at all levels by most directors.

Audio-visual hardware was mentioned both at the AA level and at all three levels. Subject specialty was the only item not checked by all county librarians, indicating that some did not feel that

such training properly belonged in a program with library training.

In an attempt to determine what paraprofessional needs exist in public, county, special, and college libraries and how these are currently being filled, the following question was asked:

"In what positions (filled or unfilled), could you use persons possessing the following educational qualifications in your library? --

a. High school diploma, no college.
b. Two years training as library technical assistant.
c. Some college, no degree, no library science training.
d. B.A., no library science training.
e. B.A., major or minor in library science."

Responses to the question showed little differentiation among the five types of backgrounds. Invariably directors described the same use for two or more of the categories. Most often grouped together were the first three and the last two categories, suggesting that the fact that an individual had had some library training was not a critical factor in how he would be used. In general, directors indicated that they would use individuals in the first three categories in clerical positions and those in the last two as library assistants of one sort or another (e.g. reference, cataloging, etc.) College library directors were more apt to view all five as pretty much the same, at least in terms of potential use. They were also more apt to indicate that they had no use for certain types of individuals, as did special librarians. Public and county librarians generally noted some use for all five types, but with a great deal of overlap.

Also asked of public, special, college, and county librarians was: "For those positions you would specify as requiring an MLS, would an applicant with an MLS from a non-ALA-accredited library school be acceptable?"

Table 21: Would a non-ALA-accredited MLS be acceptable?

	Public (101)	Special (34)	College (33)	County (5)
Yes	43%	44%	55%	*2
No	37	27	36	2
No response	20	29	9	1
	100%	100%	100%	5

*Actual numbers

Public and county library directors are more or less evenly divided as to whether they would accept a non-ALA-accredited MLS or not, while special and college librarians more often reported that they would find such a graduate acceptable. Both public and special library directors had extremely high rates of non-response.

Appendix Table

Projected Needs and Expectations of Non-school Librarians

Public Libraries (104)

Projected needs for five years:
294 in 72 libraries
None in 16 libraries
No response by 16 libraries

Expect to fill:
180 in 55 libraries with need specified
None in 9 libraries with need specified
None in 16 libraries expressing no need (see above)
No response in 24 libraries

Special Libraries (36)

Projected needs:
61 in 25 libraries
None in 6 libraries
No response in 5 libraries

Expect to fill:
33 in 15 libraries
None in 13 libraries
No response in 8 libraries

College Libraries (33)

Projected needs:
221 in 28 libraries
None in 2 libraries
No response in 3 libraries

Expect to fill:
150 in 22 libraries
None in 5 libraries
No response in 6 libraries

County Libraries (5)

Projected needs:
75 in 5 libraries (all responded positively)

Expect to fill:
56 in 5 libraries

Appendix Table

Special Library Directors (36)

	Number Checking Item	Number Checking: A.A.	B.A.	M.L.S.	All Levels	Mode
Audio-visual hardware	19	16	9	6	5	AA
Non-print materials	18	11	12	8	5	All levels
Subject specialty	20	2	7	18	1	MLS
Administration	28	2	9	24	0	MLS
Children's librarianship	10	4	6	7	1	-
Work with young adults	10	4	7	6	1	-
Work with the elderly	9	5	6	6	2	-
Computer applications	26	11	14	20	7	All levels
Traditional library skills	27	18	17	11	7	All levels

College Library Directors (33)

Audio-visual hardware	27	26	16	11	8	AA
Non-print materials	29	17	20	14	6	All levels
Subject specialty	27	1	8	25	0	MLS
Administration	29	2	4	28	1	MLS
Children's Librarianship	23	2	12	18	1	MLS
Work with young adults	26	1	12	22	0	MLS
Work with the elderly	24	3	10	19	1	MLS
Computer applications	30	12	13	24	7	MLS
Traditional library skills	30	23	20	18	11	All levels

County Library Directors (5)

Audio-visual hardware	5	5	4	3	2	AA/All levels
Non-print materials	5	3	4	4	2	All levels
Subject specialty	3	-	2	3	-	BA/MLS or none
Administration	5	-	1	5	-	MLS
Children's librarianship	5	-	5	5	-	BA/MLS
Work with young adults	5	-	4	5	-	BA/MLS
Work with the elderly	5	2	3	4	1	BA/MLS
Computer applications	5	1	2	5	1	MLS
Traditional library skills	5	4	3	5	3	All levels